**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: Day 1 |
| **Unit Title:**  Understand Place Value for Multi-Digit Whole Numbers | | | | **Corresponding Unit Task: Task 1** | | |
| **Essential Question(s): How can I represent a multi-digit number using different forms?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * **Gift shop ad or items** | | **Student:**   * **Base ten blocks** * **Graph/ grid paper** * **Number cards** * **Checks** | | | **Place value** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: *4.NBT.2* -** *Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.* | | | | | |
| **I Can Statement(s):**   * **I can write a whole multi-digit number using base-ten numerals** * **I can write a whole multi-digit number using words** * **I can write a whole multi-digit number in expanded form.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Students will be given a puzzle piece on which a number is written in one of the 3 forms being taught. Students will need to find their partners that have the other matching forms of their number. Students will be given 3 – 4 minutes to complete this task. | | | | | |
| **Teacher Directed: (15 – 20 mins)**  Teacher will go over the key vocabulary for the lesson (power point presentation). Students will use a Frayer model (or other graphic organizer) for each vocabulary word which will be recorded in their math journal. Model for students writing each form. Model for students the idea that 285 can also be written as 28 tens and 5 ones. Provide another number for students and guide them through the exploration process. Students can use base ten blocks and cubes if needed. | | | | | |
| **Guided Practice: (5 – 10 mins)**  Students will apply each form in real-life situations by writing a check for a designated amount. Using items from the zoo gift shop, (can be an ad or tangible items with price tags) students will select 1 item to buy. Students will write a check for the item purchased. (Teacher will need to model how to fill out a check). Students are to complete writing 5 different checks. Go over each with the students (show them a completed check for them to check their work). Select a few responses and allow students to explore the idea that their total can be modeled and represented in different ways. | | | | | |
| **Independent Practice: (10 – 15 mins)**  Students will be given several number cards. Each card will have a form of a number written on it. Students will complete a page in which they write the other 2 forms of the number. Students need to write the standard form in at least 1 other ways using the base-ten system (ones, ten, hundreds, etc.) Go over activity when finished. | | | | | |
| **Closing/Summarizing Strategy: (1 -2 mins)**  Ticket Out the Door – write the number in word form and expanded form | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| 1. Using a 10 sided die, students will work in pairs taking turns rolling the die. After each turn, the student places the number on the die in the place of their choice. Students need to build the largest 7-digit number possible. When finished, students write their number in word form and expanded form. Represent each number in 2 different ways (ex. 285 = 28 tens and 5 ones) 2. Using the gift shop items, students select multiple items, total the amount, and write a check for that amount. | | | 1. Provide students with partially completed forms of a number. Student fills in the missing information. 2. Students play a matching game (similar to the hook) in where they match up the different forms of the same number. 3. Allow students to use graph/ grid paper to color/ draw the base-ten representations of the numbers. 4. Destination Math | | |  |
| **Assessment(s):**  Pre-assessment (beginning of unit)  Students will have up to 10 minutes to solve 3 word problems. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |